

# St Saviour's C of E Academy

## Spelling Policy

Autumn 2021

### The Aims and Objectives

Spelling is a developmental process. The stages through which children pass as they develop as spellers are the following: pre-communicative, pre-phonetic, phonetic, transitional and 'correct'.

An understanding of the developmental spelling stage of each child will aid teachers in their teaching. Spelling is a visual-motor skill and children will therefore need to develop visual strategies in order to spell correctly. Phonic knowledge alone will be inadequate.

At Saviour's C of E Academy, the aims of spelling are:

- To encourage children to look carefully at the words.
- To help children understand how the English spelling system works and how our history of spelling has influenced our spelling.
- To help and encourage children, developing their confidence as competent spellers, because the ability to spell the most words correctly is often closely associated with good self-esteem which affects performance in other areas of the curriculum.
- To develop and extend the children's vocabulary through shared, guided and independent spelling activities.
- To help children enjoy spelling and recognise its value.

### Teaching and Learning:

Teaching and learning of spelling in the Foundation Stage and Key Stage 1 is underpinned by the use of a high quality phonics programme, alongside the National curriculum requirements for spelling in years 1 and 2. The Letters and Sounds programme is used together with Jolly Phonics resources. A discrete period of 20 minutes will take place daily within EYFS and Key Stage 1. Children in years 1 and 2 also use the Oxford Treasure House spelling scheme to ensure appropriate coverage of the National Curriculum.

### Children will be taught:

The grapheme- phoneme correspondence in a clearly defined sequence, using Letters and Sounds as a basis for this sequence. The skill of segmenting words into their constituent phonemes to spell. That blending and segmenting are reversible processes. Children in EYFS and KS1 are taught in smaller phase groups led by teachers and teaching assistants.

### High Frequency Words

Throughout each phase, high frequency words will be taught. These will be referred to as **Alien Words** (these are words which cannot be spelled using phonic knowledge alone at the phase they are introduced) the skill of segmenting words into their constituent phonemes to spell.

### **Transition from Year 2 to Year 3**

By the end of Year 2, the expectation is that most children will be secure at phase 6, though further work will be required to ensure they have the knowledge and understanding of alternative spellings for each phoneme.

### **Key Stage 2**

***The school expectation will be 5 x 20 minutes spelling sessions a week.***

***Year 3 will continue to set for phonics and spelling.*** Where necessary, pupils will consolidate the phonic knowledge and skills from Key Stage 1 in differentiated groups depending on the stage of their learning.

The long term plans for teaching spelling in Key Stage 2 will be taken from the Spelling appendix in the new National Curriculum for English along with the Oxford Treasure House scheme of work.

### **Learning and practising spelling (across the whole school)**

Children will develop different strategies for memorising high frequency words (Alien Words) or subject specific vocabulary.

Other memory strategies to support learning of high frequency (alien words) or subject specific vocabulary.

Syllables to learn my word I can listen to how many syllables there are so I can break it into smaller bits to remember (e.g. Sep-tem-ber, ba-by)

Base words: To learn my word I can find its base word (e.g. Smiling – base smile +ing, e.g. women = wo + men)

Analogy: To learn my word I can use words that I already know to help me (e.g. could: would, should)

Mnemonics: To learn my word I can make up a sentence to help me remember it (e.g. Could – O U Lucky Duck; people – people eat orange peel like elephants)

### **Application of spelling in writing**

Children should be able to spell an ever-increasing number of words accurately and to check and correct their work. This process is supported through:

Shared writing: the teacher demonstrates how to apply spelling strategies while writing and teaches proofreading skills;

Guided and independent writing: the children apply what they have been taught. This is the opportunity to think about the whole writing process: composition as well as spelling, handwriting and punctuation;

Marking the children's work: the teacher can assess their progress and their ability to understand and apply what has been taught, then identify targets for further improvement.

Teaching and practising handwriting: learning and practising a fluent joined style will support the children's spelling development.

**Links with other areas of the curriculum**

The skills that children develop in spelling are linked to, and applied in, every subject of our curriculum. The children's skills in spelling will enable them to communicate and express themselves in all areas of their work in school. The spelling of key vocabulary in all subject/topic areas will be taught through the strategies already listed above. Children will be encouraged to read and spell new words relating to different topics taught across all areas of the curriculum, allowing their knowledge and vocabulary to be developed and extended further.

**Using dictionaries and spelling checkers**

Each class has dictionaries and thesauruses appropriate to the age range. Children should be taught to use a dictionary and use these to check tricky spellings.

**Inclusion**

Some children, who may be experiencing difficulties, will be given additional support in small groups or one to one led by teachers or teaching assistants. Their progress will be closely monitored by the class teacher.

**Review**

The impact and implementation of this policy will be monitored through observation of phonics and spelling lessons and activities by the Head and/or SLT during the termly cycle of lesson observations. A selection of books will also be scrutinised each year to monitor the impact of the policy on the standards of spelling throughout the school.

**Review Summer 2023**